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BUTLER'S
SERIES

THE
CHART
PRIMER

E. H. BUTLER & CO.
*
PHILADELPHIA.

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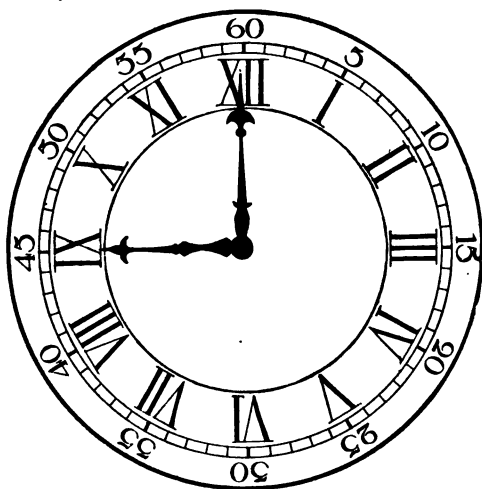


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Butler's Series.

THE
CHART-PRIMER.



PHILADELPHIA :
E. H. BUTLER & CO.

Edw T 758, 84, 210

Index 758. 11. 554

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PREFACE.

THIS CHART-PRIMER is a reproduction, in book-form, of Butler's Series of Reading-Charts, and is designed to be used either in connection with them, or as a separate book.

The charts and the CHART-PRIMER are intended to assist in elementary instruction in reading, and to serve as an introduction to a First Reader.

The lessons are graded in a similar manner to those in Butler's Series of Readers. The object steadily kept in view has been thoroughness—not how much, but how well. It is confidently believed that the plan of elementary instruction in reading herein embodied will be productive of the best results.

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PLAN OF ARRANGEMENT.

Word Method.—The charts have been specially arranged for the word method of teaching. They also afford all the necessary facilities for phonic analysis. Three words are introduced in the first lesson, one of these being the first letter of the alphabet; and each subsequent lesson increases the pupil's vocabulary by a limited number of new words. Every fifth lesson is a review, the words already acquired by the pupils being arranged in new combinations.

Phonic Analysis.—In each lesson the new words are diacritically marked; and this, with the Phonic Reviews (Charts Nos. 32 and 33), provides for a complete phonic analysis of every word used.

Object-Teaching.—Each lesson is accompanied by an illustration of which the text is descriptive. These pictures of objects can be made the basis of additional instruction. It will be noticed that the illustrations have been carefully prepared to serve as models for elementary drawing-lessons.

Script Lessons.—At the end of each lesson the new words are reproduced in script. In addition to this, one chart is entirely devoted to the script alphabet.

Colors.—The Chart of Colors (No. 18) is arranged to show the three primary colors with their tints and shades; the formation of the three secondary colors; the tints and shades of the secondary colors; the formation of the tertiary colors; and the seven prismatic colors in their order.

Forms.—The Chart of Forms (No. 34) includes the various kinds of lines and angles, and the more familiar surfaces and solids.

Time.—The clock-face on the cover affords the means for teaching pupils to read time.

TO TEACHERS.

THE WORD METHOD.

THE word method is the easiest, as well as the most natural, for elementary instruction in reading. While advocating this system, however, we should guard against teaching words without first developing the ideas which they represent. To aid in developing these ideas, each reading lesson is illustrated.

Begin the lesson, therefore, by calling the attention of the pupils to the picture. Let them tell what they see in it. Ask one of them to name an object in the picture, and show them on the chart, and also on the blackboard, the name by which this object is known. Let the children learn this word so thoroughly as to be able to find it wherever it occurs and to pronounce it properly. Teach words that cannot be represented by pictures along with those that can.

ARTICULATION.

Strict attention should be paid to proper articulation from the very first, and all tendency toward assuming unnatural tones in reading must be checked at once. To aid in securing correct articulation, the facilities for phonic analysis and phonic drill afforded by the charts and the CHART-PRIMER are most valuable, and should be largely used.

PHONIC ANALYSIS.

After a lesson has been mastered by the word method, let the child pronounce the word to be analyzed just as it was learned in the lesson. The teacher should then slowly pronounce the elements of the word and ask the pupil or the class to tell what word they form. Point out the diacritical marks and explain their use. Special drill on the vowel sounds, the consonant sounds, and their equivalents, may be given at any time by means of the Phonic Review Charts.

SCRIPT.

All the new words have been reproduced in script, in order that the pupil may be trained in its use from the beginning; and, for a similar reason, all writing upon the blackboard should be in script, and the children should be required to use it upon their slates. It will be found that they can pass without difficulty from the one form to the other.

COLORS.

PRIMARY COLORS : Red, Yellow, Blue.

SECONDARY COLORS : { Orange (Red and Yellow).
Green (Blue and Yellow).
Violet (Blue and Red).

TERTIARY COLORS : { Olive (Green and Violet).
Russet (Orange and Violet).
Citrine (Orange and Green).

PRISMATIC COLORS : { Violet, Indigo, Blue, Green,
Yellow, Orange, Red

It will be of great assistance to the teacher to be provided with cards, pieces of worsted, or other material, of the various colors, shades, and tints, to be used in connection with the chart. Selecting, for example, a red card, the teacher passes a number of colored cards to the class and asks them to pick out those of the same color as the one selected. This having been done, the teacher asks the class if the right color has been chosen, etc. (On page 54 of the Third Reader, Butler's Series, will be found an object-lesson that furnishes a model for teaching the shades and tints of the various colors.)

The combinations necessary to form the secondary and tertiary colors can be imitated by requiring the children to arrange the appropriate colors as indicated upon the chart, or the actual combinations can be made with the assistance of an ordinary box of paints.

FORMS.

For the purpose of teaching the subject of form, a set of models should be made—if possible, in the presence of the class. Each figure, as used, should also be accurately drawn upon the blackboard.

As the first lesson, draw a *line* upon the board and speak of its *length* only, varying the length until the pupils have some idea of what is meant by an inch or a number of inches.

In the next lesson explain what is meant by the *direction* of a line, and the names given to it in consequence of that direction. This may be followed by teaching the difference between straight lines and curved lines. Require the children to point out the straight lines and curved lines on the sides of objects in the school-room.

In considering *angles*, let the children form them on their slates and compare them with those upon the chart, or with others drawn upon the board by the teacher.

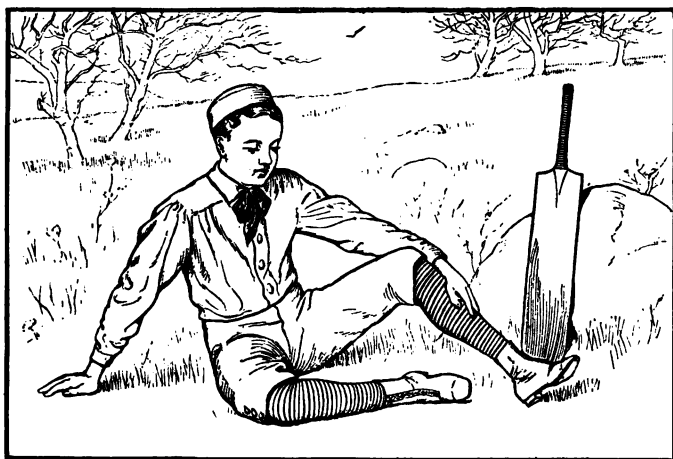
Draw a triangle upon the board, and ask the children to draw it on their slates. Explain that three straight lines are the smallest number that can enclose a space. Ask about the number of angles in the triangle and the direction of the lines that form the sides. Proceed in a similar manner with the square, the rectangle, and the rhombus.

In teaching the circle, place a dot on the board for the center, and draw the circumference by means of a compass or a string. Explain diameter and radius; also the fact that the *space* inside the bounding-line is the *circle*. Draw an ellipse and an oval by free-hand, and show a number of these forms in objects and pictures.

Construct the cube, the square prism, and the triangular prism in the presence of the class by drawing the figures on stiff paper or card-board, cutting the lines half-way through and bending the card into proper shape. Teach the names of the other solids, and impress their forms by means of well-known objects that resemble them.

CHART-PRIMER.

No. 1.



boy

a

bat

A boy.

A bat.

boy

ā

A

băt

A boy.

A bat.

No. 2.



the

ball

The ball.

The bat.

A boy.

A ball.

thē

the

ball

The bat. The ball.

No. 3.



girl

doll

The doll.

The girl.

A girl.

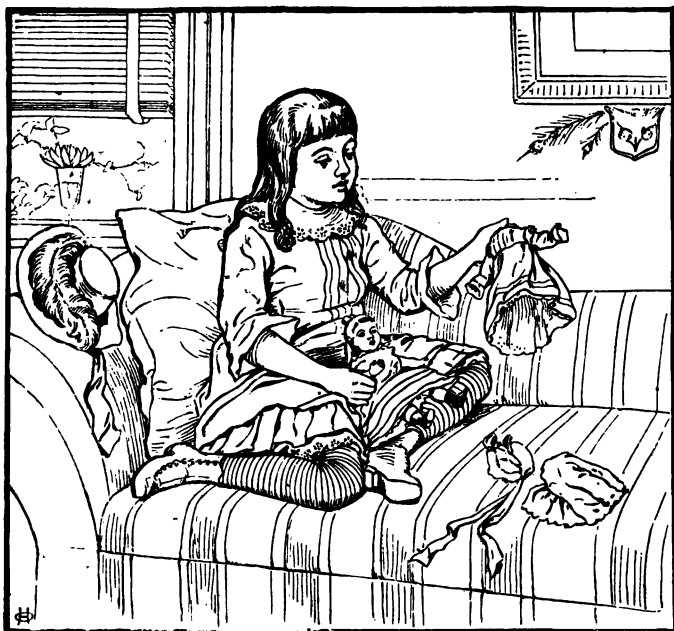
A doll.

gīrl

dōll

The girl. The doll.

No. 4.



has

hat

The girl has a doll.

The girl has a hat.

hăş

hăt

A girl has a hat.

No. 5.—Review.



The boy has a bat.

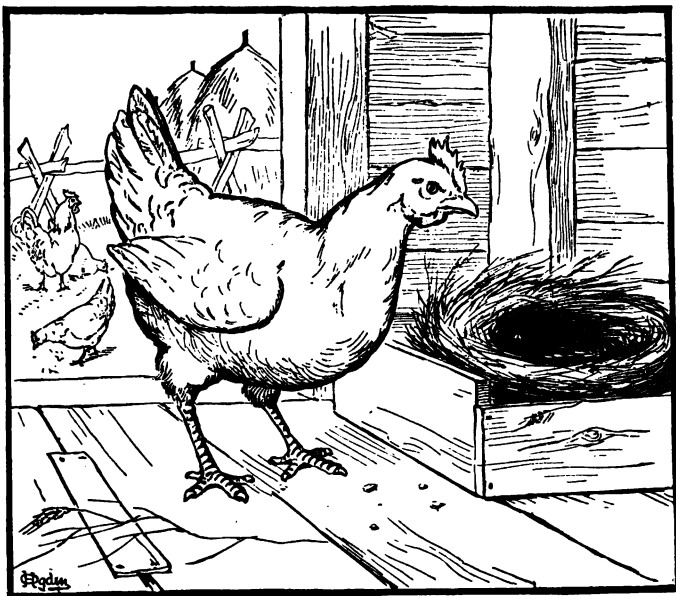
Has the boy a ball?

The girl has a hat.

Has the doll a hat?

A boy has a bat.

No. 6.



hen and nest

A hen and a nest.

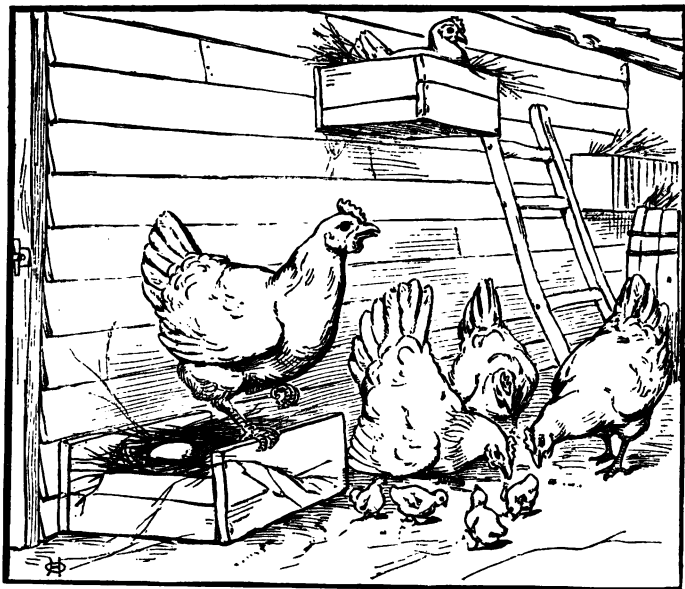
Has the hen a nest?

The hen has a nest.

hĕn ănd nĕst

A hen and a nest.

No. 7.



an egg in

Has the hen an egg?

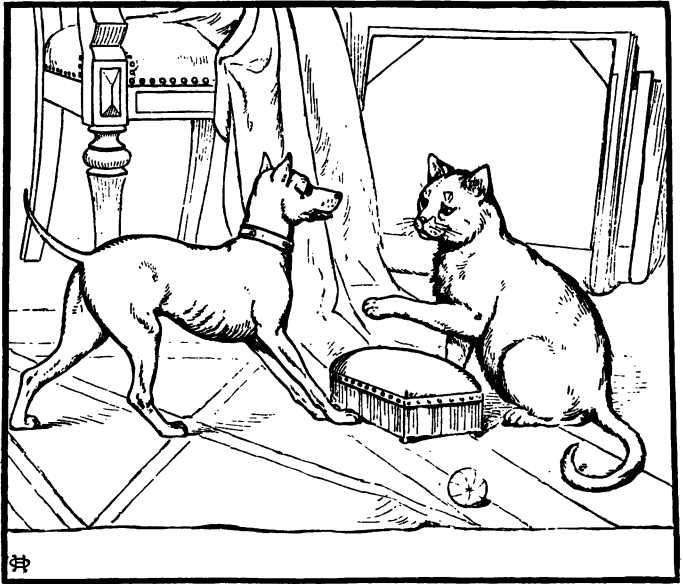
The hen has an egg.

An egg in the nest.

an egg in

An egg in a nest.

No. 8.



cat

see

dog

The dog and the cat.

See the dog and the cat!

A dog, a cat, and a ball.

căt

sēe

dōg

see.

dog.

cat.

No. 9.



can I play

The cat and dog play.

I can see the cat play.

I can see the dog play.

căn Ī plāy

I can play.

No. 10.—Review.



The girl has a doll.

See the doll in the nest!

The boy has a dog.

I can see the dog play.

Can the cat see the hen?

I see an egg.

No. 11.



is bird cage it

The girl has a bird.

The bird is in a cage.

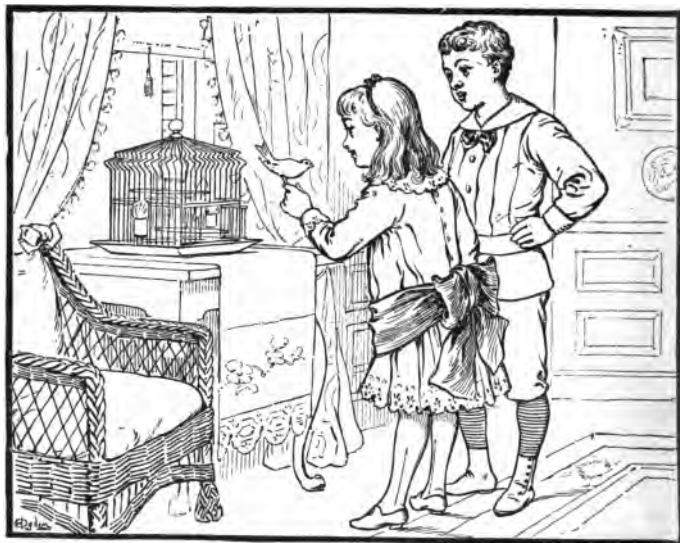
Is it a bird in the cage?

It is a bird in the cage.

it eāge bīrd īs

bird. is. it. cage.

No. 12.



sing me for will

Will the bird sing?

The bird will sing.

Will it sing for me?

It will sing for me.

will fôr mē sîng

Will sing for me.

No. 13.



Tom his tub boat

I see Tom and his boat.

His boat is in the tub.

Tom has a boat for me.

Can I play in the tub?

bōat tŭb hĭș Tŏm

boat. his. tub. Tom.

No. 14.



here get yes sail

Tom, can I get the boat?

Yes, Will, get it for me.

Can I sail the boat, Tom?

Yes, here it is, sail it.

sāil yēs gēt hēre

yes. get. sail. here.

No. 15.—Review.



Tom is in the tub, and the bird
is in the boat.

The girl has the cage.

Will Tom get the bird?

Yes, Tom will get the bird and
the boat.

It is in the boat.

No. 16.



Jane her to cow milk

See Jane and her cat and dog!

Jane is here to milk the cow.

The boy and the girl will see
Jane milk the cow.

Jane will get the milk for the
boy and the girl.

milk cow to hēr Jāne

Jane, milk, cow, to, her.

No. 17.



Kate he by sea on sand

Kate and Tom play on the sand.

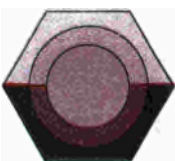
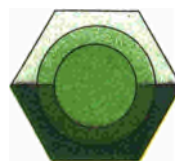
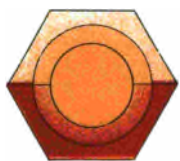
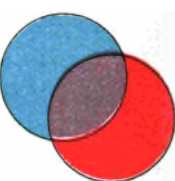
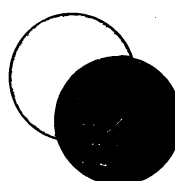
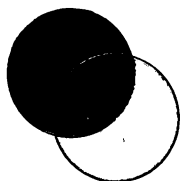
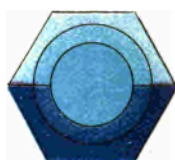
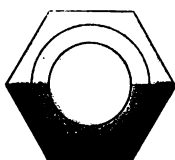
Kate will sing for Tom on the
sand by the sea.

Can he sail his boat here?

Yes, he can sail his boat on the
sea, and Kate will see it sail.

sănd bȳ ōn sēa hē Kāte

Kate. by. on. sand. sea.

No. 18.

No. 19.



kite fly no let boys

See the boys fly the kite!

Yes, I see the boys and the kite.

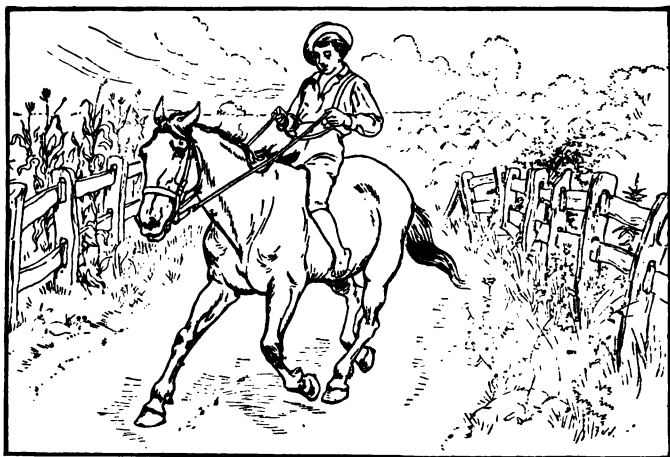
Will the boys let Kate fly the kite?

No, Tom will get his kite and let her fly it. ✓

kīte lēt nō flȳ boyŝ

kite. fly. no. let. boys.

No. 20.



horse old at shop ride

. Here is a boy on an old horse.

He will ride on the old horse to the shop.

The boy will get a bat, a ball, and a kite, at the shop.

Will he let me get on the horse?

ride shōp āt ōld hōrse

shop. ride. old. at. horse.

No. 21.—Review.



I see a boy, a horse, a cow, and
a boat on the sea.

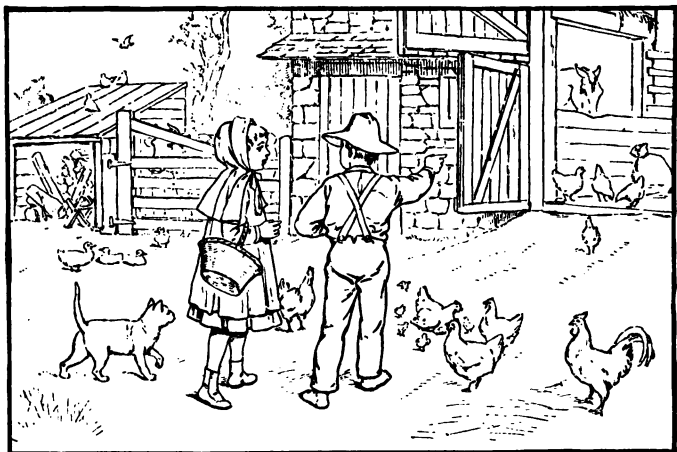
Here is Jane, she has milk for
the shop.

The boy has a kite and a bat.
Will he fly his kite?

No, he will ride the old horse
on the sand by the sea.

The boat is on the sea.

No. 22.



barn we go with us May

May, let us go to the barn.

Yes, Will, the hen has a nest in the barn.

The cat can go with us. We will see the horse and the cow, and we may get an egg for Jane.

Māy ūs wīth wē gō bārn

May. barn. us. go. with. we.

No. 23.



game win of who quick

Let us go and see the boys play
a game of ball.

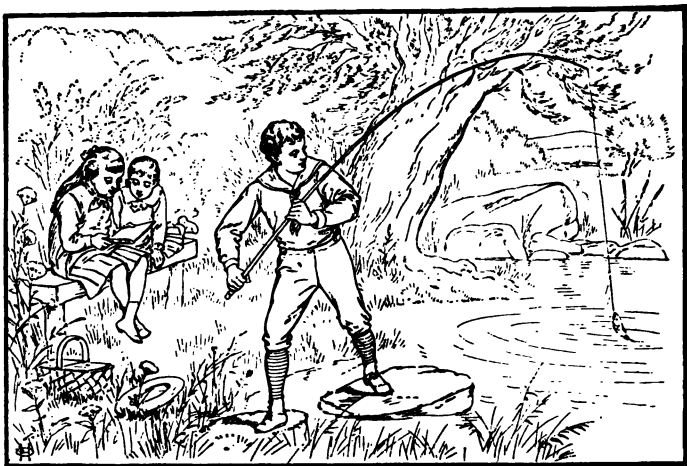
Who will win the game? Will
the boys with Tom win it?

Quick, quick, Tom! Get the ball
and win the game.

quĕk who of (öv) win gāme

game. win. of. quick. who.

No. 24.



have book you fish catch

May and Kate have a book; and
see! Will has a fish.

Will, let me catch a fish, and
you can have the book.

No, Kate, I will catch the fish
for you and May.

catch you have fish book

catch. fish. you. book. have.

No. 25.



chick box die put that

The old hen is in the barn.

Here is a chick that may die.
Let us put it in the box.

No, the hen has her nest in the barn. We will catch the chick and put it with her.

thăt dīe put bōx chīek

that, die, put, chick, box.

No. 26.—Review.



Tom, will you go with me to the barn, and see the chick that we put with the hen?

No, Kate, let us play a game of catch with May and Will.

Will, let me have the ball, and Kate and I will play a game of catch with you and May.

Will the chick die? No.

No. 27.



tent woods they hunt cook

The boys have a tent in the woods. They will hunt for game and catch fish.

Will has his boat here. The boys will sail in it. Will can cook the fish that they catch.

woods tent they cook hunt

they, hunt, woods, cook, tent.

No. 28.



Frank am sleigh father

Quick, Frank! get your hat and
let us have a ride in the sleigh.

Yes, father, here I am. Can
May go with us?

No, Frank, May has to catch her
bird and put it in the cage.

Fränk fä'ther äm sleigh

Frank. father. sleigh. am.

No. 29.



rolls hoop breeze

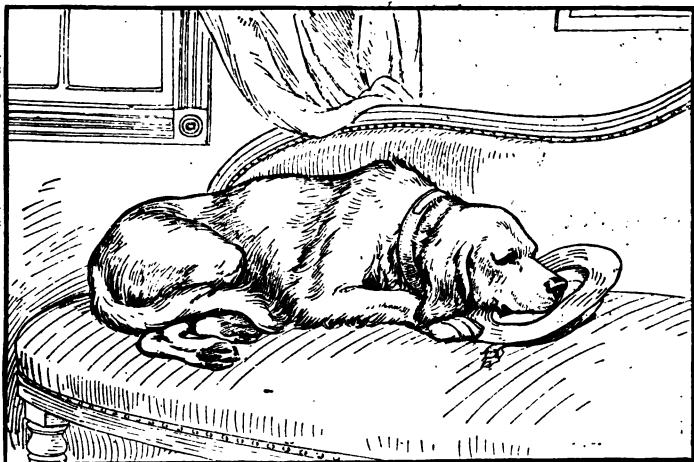
Will and Frank play a game of ball. May rolls her hoop, and Tom has his kite.

See the kite sail in the breeze! Tom will let May fly the kite, and he will play ball.

brēeze hōop rōlſ

he. rolls. hoop. breeze.

No. 30.



mother look Dash head

Mother, look at Dash, he has his head in my hat.

I see he has, Frank. You may get the hat and go for the cow.

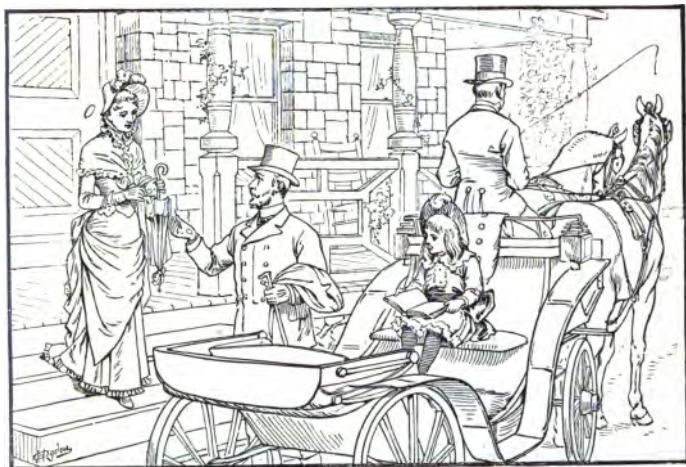
May Dash go with me, mother?

No, Frank, he will go with me.

Dăsh lōök mōth'er hēad

Dash. mother. look. head.

No. 31.—Review.



Here is May with a book. She is to ride with her father and mother to see Frank and Will. They have a tent in the woods.

The book that May has is for Frank. He has a bird for her. Dash is with the boys. They have him to hunt for game.

The girl rolls her hoop.

No. 32.—Phonic Review.

VOWEL SOUNDS.

ă as in at, bat, cat, hat.	ĭ as in it, hit, is, his.
ā as in ate, gate, late.	ō as in old, sold, told.
ā as in arm, farm, harm.	ǒ as in odd, nod, sod.
â as in all, ball, call.	û as in use, fuse, muse.
â as in care, bare, pare.	ũ as in bun, fun, run.
a as in ago, a boy, a toy.	û as in fur, furl, curl.
ē as in he, she, the, me.	ōō as in cool, pool, tool.
ě as in end, lend, send.	ōō as in cook, book, look.
e as in the bat, the cat.	oi — oy as in oil, boy, toy.
ī as in ice, nice, rice.	ou — ow as in out, our, cow.

EQUIVALENT VOWEL SOUNDS.

ę = ā as in they, sleigh.	q = ōō as in wolf, to sing.
ě = û as in her, were.	ô = â as in for, horse.
ī = û as in bird, girl.	u = ōō as in put, pull.
q = ōō as in who, to, do.	ȳ = ī as in by, fly, try.

No. 33.—Phonic Review.

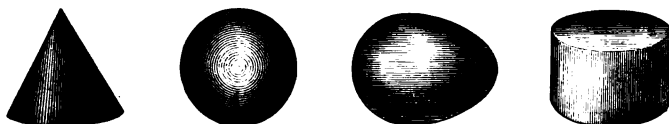
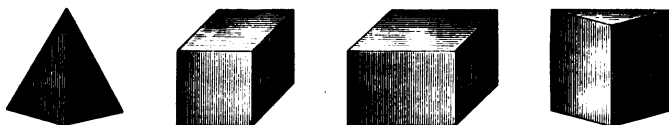
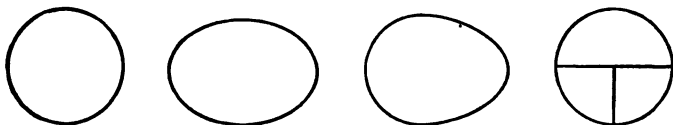
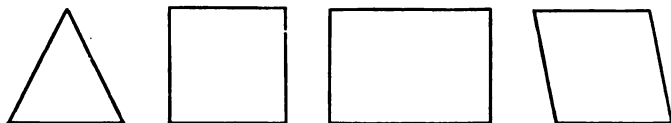
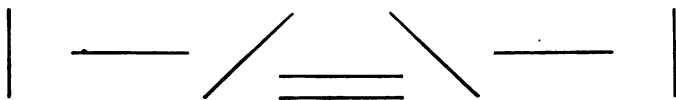
CONSONANT SOUNDS.

b as in bat, bed, bid.	p as in pay, play, pray.
d as in did, dig, dog.	r as in row, rolls, roar.
f as in fat, fate, for.	s as in see, sea, sand.
g as in go, got, gig.	sh as in shop, shod, fish.
h as in hat, hate, hit.	t as in tub, ten, tent.
j as in joy, Jane, jug.	th as in thin, bath, path.
k as in kit, kite, kick.	th as in the, then, with.
l as in let, lot, lull.	v as in vat, vine, have.
m as in me, met, meet.	w as in win, wine, won.
n as in no, not, none.	y as in yes, yet, yell.
ng as in sing, song, sung.	z as in breeze, buzz.

EQUIVALENT CONSONANT SOUNDS.

ç = s as in cent, cell, nice.	qu = kw as in quick, quill.
c = k as in cat, can, call.	ȝ = z as in is, his, has.
ġ = j as in age, cage, rage.	wh = hw as in what, which.
ŋ = ng as in Frank, thank.	x = ks as in ox, box, fox.

No. 34.



No. 35.

O O D b A W Q

Z V U Y J A

N M T F S

H K L P B R

i u w n m v o a

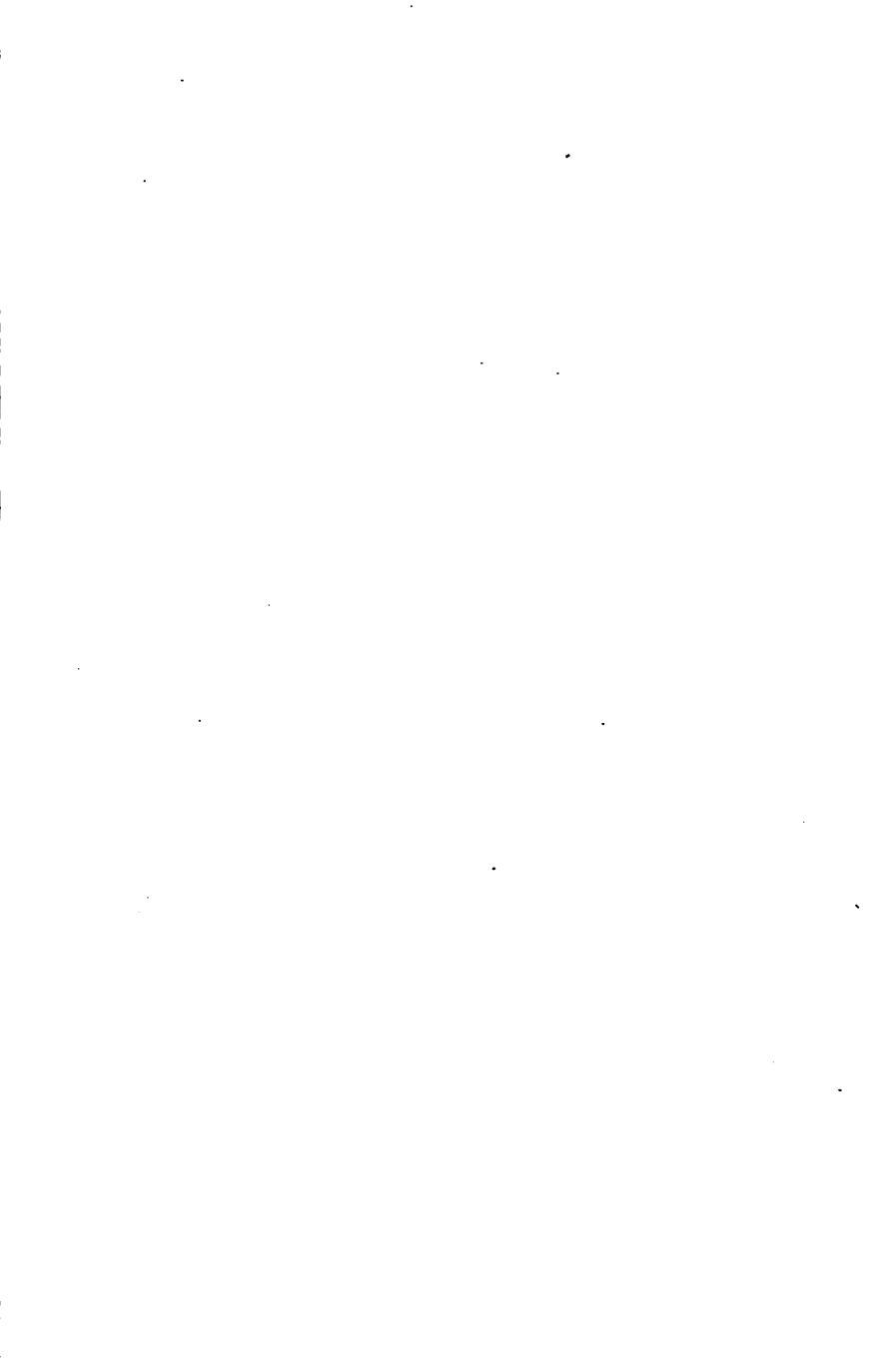
e e r s t d p g

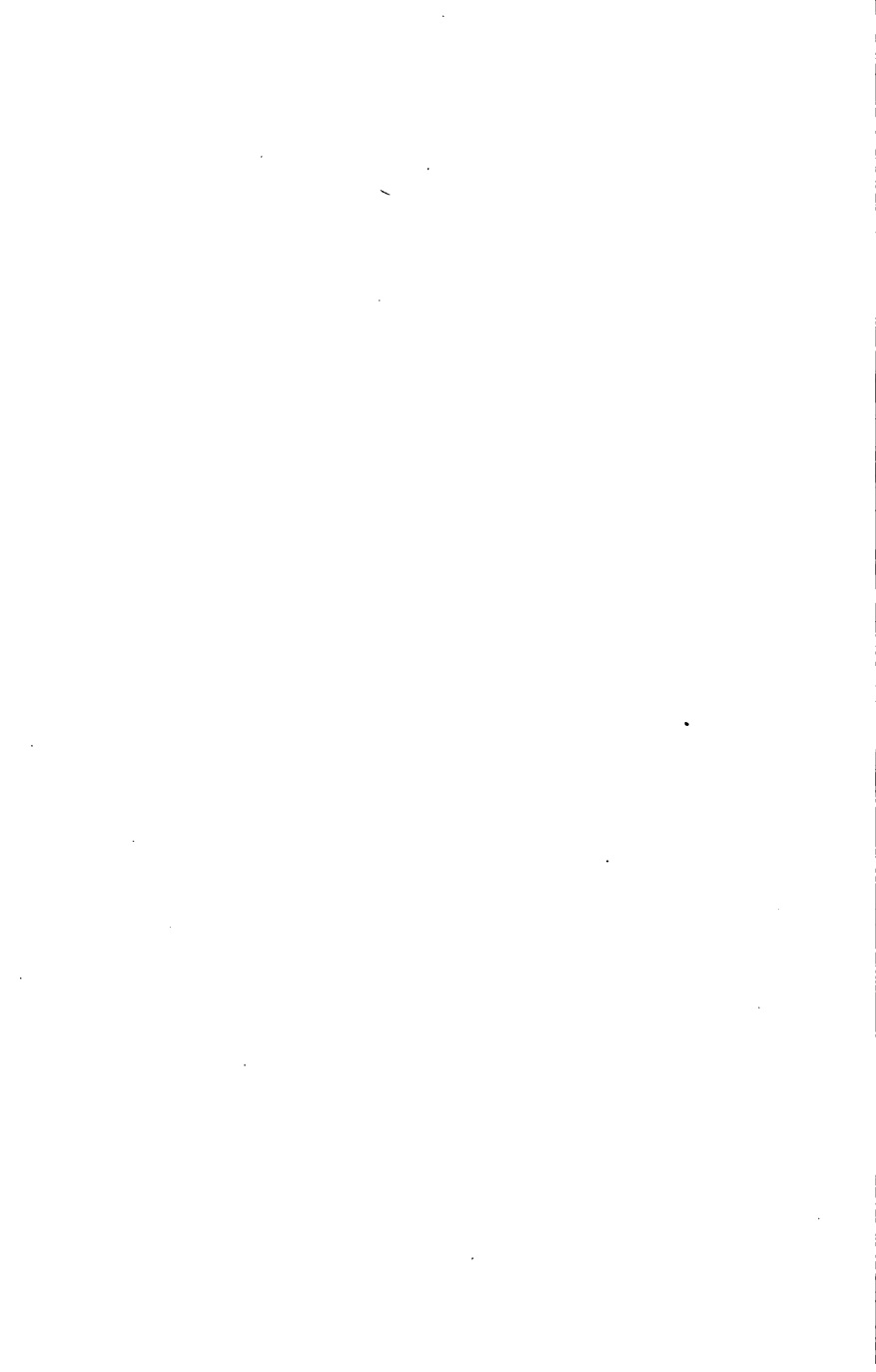
l b h k f j y g z

No. 36.

A	a	B	b	C	c
D	d	E	e	F	f
G	g	H	h	I	i
J	j	K	k	L	l
M	m	N	n	O	o
P	p	Q	q	R	r
S	s	T	t	U	u
V	v	W	w	X	x
Y	y	Z	z	&	&

1 2 3 4 5 6 7 8 9 0
1 2 3 4 5 6 7 8 9 0









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